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ABSTRACT

This discussion of the development of family life education (FLE) in Swaziland is presented in three sections. Chapter One examines social change in developing nations which has resulted in: (1) large migrations from rural to urban areas; (2) strain on the capacity and effectiveness of the schools; (3) disturbance of the traditional family structure; and (4) waning of the influence of the church and religion as a source of moral instruction. Chapter two discusses the development of an instructional sequence for guiding teacher educators in conducting FLE programs, and for assisting student teachers in the organization and conduct of meaningful teaching/learning experiences for adolescents. Two suggested teaching modules are presented for preservice education programs. Module I, "Adolescence," includes units on: (1) physical development at adolescence; (2) psychological and social aspects of adolescance; (3) developmental tasks of adolescence; (4) major adolescent problems; and (5) guidance and counseling of adolescents. Module II, "Responsible Parenthood," deals with parenthood education, and emphasizes the relationships, responsibilities, and interdependencies of families. Chapter three examines methods of evaluation of these units and possible implementation problems and techniques. (JD)

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African Studies
in Curriculum Development & Evaluation

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No. 26

ESNESS MOTHA:

THE DEVELOPMENT OF INSTRUCTIONAL UNITS ON FAMILY LIFE EDUCATION FOR THE PRIMARY TEACHERS' CERTIFICATE IN SWAZILAND

ACC Project

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POBox 51815, Nairobi

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

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CHAPTER ONE

GENERAL BACKGROUND AND PROBLEM

The focus of most education today is how the knowledge acquired in schools can become relevant to the out-of-school needs of the learner. Faced with this challenge educational researchers are on the non-ending path of trying to find answers to educational problems. One common issue which faces adolescents in developed and developing countries alike is that of FAMILY LIFE EDUCATION (FLE). Most Western countries have integrated the FLE component of education into the school curriculum. For example in Europe and the United States FLE has already gained wide acceptance and has gradually found its way into most school curricula in one form or another. In Latin America, a combination of strong church influence and political sensitivities have proved a strong barrier to the successful integration of FLE in education. (XIV, XV, 14, 45)

In Africa, however, the problem is still acute. With the exception of a few countries viz. Ghana, Sierra Leone and others, the content of FLE courses has still to be developed and the question of teachers adequately trained in FLE has to be resolved. (vi) We need teachers with the proper motivation and sensitivity, well equiped with appropriate techniques for ensuring useful learning outcomes from pupils. Like most developing countries, these are the two most acute problems posed by the FLE teaching in Swaziland's primary schools. It should be recalled, however, that FLE is not an entirely new concept in Swaziland; it has always existed in Swazi Society. (26, 31) What is important is a blending of the past with the new so as to provide a continuum to FLE. To do this effectively a review of traditional FLE is necessary.

TRADITIONAL FLE

In traditional Swazi Education the whole of society was the school. Those who were older taught the younger. However, although this was the case, ultimate responsibilty rested with the parents. For example girls learnt good house-keeping from their mothers while boys learnt herding from the bigger boys. The principal teachers of the young girl were her mother, her nurse and the older girls. After puberty the girl would be taught how to behave towards men. She would be taught whatever taboos were related to menstruation, for example. Traditional sex education and motherhood was taught by grandmothers or other elders. (XVI, 31) Most of the Swazi traditional education was informal and life-long. The only times it could be said to have approximated formal schooling as we know it today, may have been during initiation ceremonies.

SOCIAL MOBILITY AS IT HAS AFFECTED FLE IN SWAZILAND.

Even though Swaziland's cultural and social systems are still largely traditional, forces of change are nevertheless gradually, if not rapidly, setting in. More and more families are leaving the rural areas to increase the numbers in the already crowded urban centres. (1V) This has happened in spite of Government's determination and efforts to "stem the tide", through the building of more schools in the rural areas. The Swaziland Government is also currently making efforts to improve living conditions in the rural areas through the provision of physical and social infrastructures. However, such projects, mainly funded by SIDA/UNESCO, and IBRD, have not kept pace with demands for more school places, particularly in the secondary schools. (X1a)

Young people who are fortunate to find places in school, very often cannot obtain places in the few boarding schools. They have to live either with their relatives or friends, and in a considerable number of instances even with complete strangers

A number of school boys, for example work as gardeners in the afternoons in order to get "backyard" accommodation in return.

For girls the position is even worse as they often become victims of exploitation. Concern over the problem surfaced in one of last year's parliamentary sessions where the problem of adolescent girls being exploited by unscrupulous men (in particular married men) was hotly debated. It was argued that because of inadequate boarding facilities in the country and lack of financial support on the part of the girls, a number of them are easily seduced by men who hire quarters for them in return, with a view to sexually exploiting them. (XIX)

Thus developmental forces, and modernization are bringing about changes, many of them undesired in our society. As household heads leave their rural homesteads for urban employment, sometimes to neighbouring South Africa, women are left alone to battle with teenage problems as well as those of poverty and raising their offspring. (41) Social mobility has thus resulted in disturbance, if not disintegration, of the traditional family structure. This has adversely affected the imparting of FLE by society. (IV,44)

THE CHURCH HAS LOST ITS GRIP

In Swaziland, the church has to a great extent acted as some "second parent" in its moral teachings. However, it seems to have lost its grip on youth, a number of whom would rather go to pop festivals or watch football matches than attend a church service.

In an attempt to solve the problem, the church in Africa, under the auspices of the ALL AFRICA CONFERENCE OF CHURCHES (AACC), held an international workshop on ADOLESCENT FERTILITY MANAGEMENT in Mbabane, Swaziland, from August 9 - August 22. Participants were drawn from both the English - and French - speaking countries in Africa. A few came from the United States. Among the participants were young people from all

over Africa, Church Leaders, educationists, nursing personnel, Government administration, women unions and medical personnel.

A special feature of the workshop was that adolescents took an active part throughout. The workshop participants admitted that the church seems to have lost its grip on youth. (i) A number of contributory factors were suggested. Those cited by youth were: some of the church leaders themselves have not always shown the right moral leadership they so piously preach. It was finally suggested that rather than the abstract teaching the church hammers on, the church should make a conscious effort to face the reality of its inadequacy and include a FLE component in their guiding of youth in confirmation classes, for example. (i)

THE REDUCED IMPACT OF TRADITIONAL CEREMONIES

As has been stated before, in traditional society, the councelling of youth on sex matters lay with acknowledged members of society. To a certain extent these traditional approaches to the preparation of the child for adulthood still exist in Swaziland. However, some disintegration is apparent and is gaining momentum. (iv) For example, in the early sixties, at the "Reed Dance Ceremonies" (UMHLANGA) a greater proportion of girls of between 16 - 18 age group was noticeable. Today this age-group is noticeable by its absence. At this ceremony adolescent girls are taught to value chastity and communal duties. In fact in traditional society this ceremony was one of the main vehicles for inculcating values of chastity and others to adolescent girls. The UMHLANGA ceremony has more to it than walking long distances, to cut the long reeds and carrying them to the Queenmothers' (INDLOVUKAZIS') hut to repair it. Values of perseverance, obedience and respect underly the dancing and singing at these ceremonies. Occasionally, the King decrees that the Umcwasho custom be observed. The custom imposes a period of chastity of a year or two during which there be sexual restraint. The girls are distinguished by their

gaily coloured 'ties' made of strands of wool thread. Special rules of conduct are followed and penalties for sexual contact are laid down. The umcwasho does not operate in isolation nor is it divorced from the greater context of living. It ends with great feasting and dancing. Although some of the girls might become pregnant most do go through with restraint. Thus, the umcwasho symbolizes the adolescent girls' dedication to premarital sexual restraint. (25)

Similarly, boys take part in the LUSEKWANA ceremony. At this ceremony adolescent boys who have not defiled themselves by having sexual relations with betrothed or married women take part in the ceremony. The ceremony itself involves the cutting of the LUSEKWANA branch in the brightness of the full moon. (25) Boys then walk distances of about 10-15 miles carrying these branches to the Royal Kraal. The Lusekwana branch is used to build the enclosure where the king of the nation is herbally and spiritually strengthened during the INCWALA ceremony to face the coming year on behalf of the nation. In order to inculcate the value of sanctity boys taking part are made to believe that those who have defiled themselves in the manner previously stated will find that their branches wither. The whole emphasis is on self control in sexual matters. Lusekwana was one of the traditional ways of teaching FLE to adolescent boys.

PROBLEM ANALYSIS

It is true that in a purely traditional society the informal manner of teaching FLE may have worked perfectly to achieve society's objectives. However, in a rapidly changing society with its increased mass media disseminating their own emergent values, more improved channels of teaching FLE must be devised. This is so because whatever counselling and informal FLE youth may have been exposed to at the traditional ceremonies seems no longer adequate nor does it have the desired effect. Adolescents are becoming parents before they are physically and

emotionally mature to assume responsibilities of parenthood. (ii) Recent educational statistics in Swaziland, published by the central statistical office point to there being a marked increase in pregnancies among school girls. The figures are said to be considerably higher as they obviously do not take into account those pregnancy cases not reported. (ii, 1V)

The effects of early motherhood on Swaziland as a nation could be tragic; both from a demographic and a sociological view point. Demographically, early motherhood shortens the period between generations and results in high fertility rates and rapid population growth. (37, 39) Swaziland's population growth rate at 3.3% has been said to be very high. (X1a)

Sociologically Swaziland's young women - restricted by early childbearing from educational and career opportunities - could be ultimately left out of the national development process. This is likely to result in their being inextricably caught in the web of poverty, helplessness and exploitation. Such young women, often without adequate education and skills and anxious to find financial support for themselves and their children, are likely to seek new male partners thus placing themselves at a greater risk of repeated pregnancy. (37) Such a situation can lead to a chain reaction and a vicious circle of child neglect, undeveloped skills, unemployment, leading some to prostitution, further pregnancies and a consequent high rate of sexually transmitted diseases. In such a plight, the young women's need for sensitive professional and counselling services and indeed Family Life Education cannot be overemphasized.

In Africa for quite some time it has not been clear as to who should be charged with the task of imparting FLE to youth. The question of sex education in particular has been shunned by both the community and the schools alike. This has tended to leave young people in what has been termed "a sexual wildeness" where youth receives no proper guidance on sex education matters except secretly from their peers and unsuitable mass media programmes. To confound the problem there seems to be a

confusion as to the meaning and scope of FLE, which is often equated with sex education. Sex education, however, is only one component of FLE. Apart from this, schools do not seem to place a premium on the teaching of FLE. Even teachers, some of them largely ignorant of the subject, may tend to take it for granted as something that will come with age. The tendency is to take up the subject (with any seriousness at all) when a student in class becomes pregnant. Such an approach, of mainly fear appeals, is grossly inadequate. It does not solve the problem. It only creates fear in the child but fails to give her any lasting guidance as to which values to strive for. Thus it is this lack of sensitivity, and lack of consciousness of the importance of FLE in the education system in Swaziland which raises questions that this study addresses itself to. There seems little doubt that FLE is a responsibility which should be shared by the home, church, school and community. Yet it is clear that formal education has a fundamental role to perform. Therefore to be most effective Family Life education programmes must be carefully and thoughtfully planned at local community level. Also, as a life-long interest FLE must be organized and so structured that youth and adult are simultaneously exposed to it throughout their lives. This will enable parents to provide the needed value guidance for their children on sexual matters.

Problems associated with FLE are therefore the following:

i. There has been great confusion regarding the meaning and scope of FLE.

ii. Appropriate methodology of teaching FLE to school children of various ages have not been identified.

iii. Teachers with the right sensitivity, openness and understanding on FLE mattersneed to be trained.

In an attempt to alleviate the problem the centre for African Studies (CAFS) an institute of the International Planned Parenthood Federation (IPPF) conducted a FLE writers'

workshop on the development of FLE curriculum guidelines for youth. These were subsequently adapted to Swaziland needs by the writer in 1980. Thus the Swaziland Primary Teachers' Certificate Home Economics Curriculum now includes a component of FLE. Similarly the draft Primary school Home Economics syllabus incorporates a FLE component. However, such curricula presuppose the existance of teachers adequately trained to teach FLE. Unfortunately, teachers that can handle the subject with the right sensitivity and confidence are still hard to find in Swaziland. This is a problem that has constantly occupied the minds of educators, parents, medical personnel and churchmen alike. To tackle this problem, at least in part, attempts have been made to accelerate the in-service training of teachers in FLE, through workshops and in-service courses. Such an approach though highly commendable has, however, proved slow; its yields being minimal. It is therefore felt that the problem should be tackled at its roots: by adding an FLE component in the teacher training colleges as a required course. Such a course has not yet been structured. The present project being undertaken should therefore help facilitate the training of teachers who will in turn teach the subject at Primary school level.

THE PURPOSE OF THE STUDY

Briefly stated, the purpose of the study is to:

i. Contribute to teacher education in Swaziland through the development of an instructional sequence of units for guiding teacher educators in conducting FLE programmes.

ii. Provide student teachers with a cognitive and effective background in FLE so as to facilitate confident and sensitive interaction with pupils in teaching/learning situations and possibly throughout life.

iii. Assist student teachers in the organization and conduct of meaningful teaching/learning experiences by developing Teachers' Guides and suggesting methodology and strategies aimed at facilitating pupil/teacher interaction.

SIGNIFICANCE OF THE STUDY AND EXPECTED OUTCOMES

The study is significant in that through the development of the instructional units the teaching of FLE should be facilitated. This in turn will help teachers to:

i. Accept human sexuality, have positive attitudes toward their own and others' sexuality.

ii. Develop respect for youth, believe in their own worth and integrity and have an honest approach to questions.

iii. Be willing to listen to any question or concern without embarrassment or condemnation.

iv. Communicate honestly, clearly and sensitively. Discuss openly and understand the child's needs for answers.

v. Develop appropriate teaching techniques that are non authoritarian in the treatment of sensitive areas.

vi. Have a knowledge of the specific factual information as well as resource persons and materials.

It should, however, be noted that it is expected that the above objectives and expected outcomes will be construed as operating largely within the framework of Swaziland's educational goals, which are as follows:

i. The implementation of UPE by 1985 to be extended eventually to a ten-year basic education course.

ii. The selective control of senior secondary school enrolments with entry to Form IV restricted to manpower requirements.

iii. The establishment of the first two in a series of vocational centres.

iv. The expansion and improvement of teacher training facilities. At present there is one Government teacher training college with an annual output of ± 200 teachers. There is also a Mission Teacher Training College. The Government hopes to open another Teacher Training College in the South of Swaziland.

v. The expansion of the university directed towards meeting the country's manpower needs.

vi. The development of relevant curricula at primary and junior secondary level with special emphasis on the encouragement of the teaching of practical subjects.

vii. The establishment of a programme of radio education.

viii. The assumption of responsibility for correspondence education by the Ministry of Education.

ix. The expansion of programmes of non-formal education e.g. Rural education centres to provide Health education, Agriculture etc.

x. The expansion of adult education e.g. the Department of Extra-Mural Studies (DEMS) currently run by the University of Botswana and Swaziland.

xi. The expansion of special education e.g. education for the physically and mentally handicapped.

xii. The expansion of pre-school education. (X1a)

LITERATURE REVIEW

(a) FROM AFRICA REGION

- The WCOTP/IPPF/GNAT - Ghana National Teachers' Association have jointly published proceedings of the seminar on F ily Life Education held in Bolgatenga Ghana in 1976.

- Kisosonkole (1976) FAMILY LIFE EDUCATION: Some African perspectives (1976) FLE is not a new concept. We need to consider FLE requirements for young people today.

- IPPF (no date given). GROWING UP AND RESPONSIBLE LIVING FOR YOUTH discusses topics such as what is adolescence. How pregnancy occurs, Responsible living, Health, nutrition and population Education.

- CAFS (1979) The centre for African Family Studies has developed curriculum guidelines for the teaching of FLE for adaptation in African countries.

- MATIS k.a. (1976) ABORTION IN AFRICA Discusses Legal status of abortion, advocates liberalising abortion laws because of the high mortality and morbidity associated with criminally induced abortion.

- LWANGA CHARLES (1976) INFERTILITY AND SUBFERTILITY IN AFRICA. Discusses common causes of infertility in Africa and its concomitant problems: that in many African societies a man is rarely willing to take the blame of infertility, the woman is always implicated.

- MASHALABA N.N. SEX EDUCATION IN AFRICA (1977) Argues that sex education should not be treated in isolation, but as part of education towards good family living and responsible parenthood. Suggests that such education should not be directed to school youth only, but should also include out-of-school youth.

- RUNEBORA ANNA (1976) SEX EDUCATION: A BASIC HUMAN RIGHT suggests that sex education should permeate all subjects, such as the social and natural sciences, religion, history and art. Considers sex education as a basic human right to be integrated into an overall school curriculum.

(b) LITERATURE REVIEW FROM THE U.S. AND OTHERS

- Young M.A.C. (1973) REVIEW OF RESEARCH AND STUDIES RELATED TO HEALTH EDUCATION ASPECTS OF FAMILY PLANNIG reviews studies related to school and college programmes. States that FLE programmes should not start with sex education but with topics dealing with ethical value issues. Prefers the broadly based FLE programme including population education.

- KILANDER F.H. (1969) SEX EDUCATION IN SCHOOLS. A study of the objectives, curriculum planning and evaluation. It has an appendix containing bibliographies by age and grade for both parents and teachers.

- THE KIMBERLY - CLARK CORPORATION (1968) TEACHING GUIDE FOR FAMILY LIFE EDUCATION PROGRAMME.

The Life Cycle Library has produced a teachers' guide for FLE for use at pre-adolescent early - teenage level. This is organized in the usual fashion with sections on objectives, suggested teaching methods, learning activities, correlation with other subjects, teaching aids resource organizations, evaluation, vocabulary and suggested references for both students and teachers.

- SZASZ, GEORGE. SEX EDUCATION AND THE TEACHER

Szaz considers the teachers' role in sex education and concludes that there is no need for a specialist in this field. Rather, topics related to human sexuality should be integrated with, rather than separated from other subject areas.

DEFINITION OF TERMS

FAMILY LIFE EDUCATION

A life long process of education aimed at developing a framework of knowledge, skills and values to assist the individual in achieving some measure of emotional, social and physical wellbeing in the course of his growth and development; to enable him to make sound and responsible decisions in all areas of living.

FAMILY STRUCTURE

Classification of the family according to nuclear and extended family.

INCWALA

The main ceremony of kingship celebrated annually by the Swazi nation to mark the eating of the first fruits of the new year. It does not necessarily coincide with the new year's day.

INDLOVUKAZI

The Queenmother.

LUSEKWANA

Also an annual ceremony in which adolescent boys walk long distances to fell the Lusekwana branches to be used to build the sacred enclosure used during the incwala ceremony.

UMCWASHO

A ceremony now sporadically celebrated for girls who have reached or about to reach maturity.

UMHLANGA

The annual reed dance ceremony celebrated in August each year. Young maidens converge at the royal kraal to participate in communal duties as well as receive guidance and instruction in traditional practices related to chastity.

(25, 31)

MENARCHE

The first menstruation.

RESOURCE

Time, human and material resources.

RESTRICTIVENESS

The degree to which the parent attempt ce the child through punishment or threat, to adher standards and the degree to which deviation is punishe

SELF-ESTEEM

A personal self judgement of worthines s expressed in the attitudes the individual holds toward f. It is subjective experience which the individual c o others by verbal reports and other overt expressive ur.

THE AUTHORITATIVE PARENT OR TEACHER

Sets forth reasonable age-appropriate d standards clearly and firmly and at the same time stro ourages the child to develop in the direction of sel ence, autonomy and self-reliance.

THE AUTHORITARIAN PARENT OR TEACHER - HIGHLY LING

Uses power freely, does not encourage the chi xpress himself freely, makes the child conform to a standards, is less warm to the child, delights in "keep child in his place".

MENARCHE

The first menstruation.

RESOURCE

Time, human and material resources.

RESTRICTIVENESS

The degree to which the parent attempts to force the child through punishment or threat, to adhere to her standards and the degree to which deviation is punished.

SELF-ESTEEM

A personal self judgement of worthiness that is expressed in the attitudes the individual holds towards himself. It is subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour.

THE AUTHORITATIVE PARENT OR TEACHER

Sets forth reasonable age-appropriate rules and standards clearly and firmly and at the same time strongly encourages the child to develop in the direction of self-confidence, autonomy and self-reliance.

THE AUTHORITARIAN PARENT OR TEACHER - HIGHLY CONTROLLING

Uses power freely, does not encourage the child to express himself freely, makes the child conform to absolute standards, is less warm to the child, delights in "keeping the child in his place".

ABBREVIATIONS

AACC:	All Africa Conference of Churches.
CAFS:	Centre for African Family Studies.
GNAT:	GHANA NATIONAL ASSOCIATION OF TEACHERS.
FLE:	FAMILY LIFE EDUCATION.
IPPF:	INTERNATIONAL PLANNED PARENTHOOD FEDERATION.
PBFL:	Programme for Better Family Living.
WCOTP:	World Confederation of Organizations of Teaching Professions.
UPE:	Universal Primary Education.
DEMS:	Department of Extra-Mural Studies.
UBS:	University of Botswana and Swaziland.
UCS:	University College of Swaziland.

CHAPTER II

INTRODUCTION

In the previous chapter we examined the world wide problem of introducing FLE in schools, with emphasis on the African situation. The introduction of FLE which includes human relations, sex education, population dynamics and other family oriented programmes is being widely advocated by educators, parents, churchmen, medical personnel and youth alike. (16,17,19,34, 37,39,44)

The chief problem, however, particularly in Swaziland, still lies in finding teachers adequately trained to handle these family oriented programmes with the right sensitivity using non-authoritarian approaches. In-service teacher training courses alone, such as those currently being conducted by the Swaziland Family Life Association, and the Swaziland Home Economics Panel in the past cannot, however commendable their undertaking, hope to meet the country's needs. The Ministry of Education has given its full support to these ventures in one way or another and no doubt all concerned are grateful. Even so, to have a maximum impact these in-service courses should be coupled with the introduction of Family Life Education in the teacher training colleges as a required course preferably for both men and women. The family, after all, is constituted by both man and woman. Family Life Education itself has to do with family living and life in its totality. The family, being the primary and most influential source of individual values and standards, educational programmes which are focussed on family life should therefore receive emphasis. (34, 44, 45)

This chapter presents suggested teaching units for the teacher training level. To allow for flexibility of approach and to facilitate teacher/student interaction, the units have been presented in a modular arrangement rather than a linear one. This means, depending on the immediate needs of the learner and the level of attainment each module can be tackled as a whole without upsetting the programme. For example, the two modules presented in this study are on parenthood and adolescence. Whether one starts with the module on adolescence or parenthood or another is left to the discretion of the teacher educator,

provided of course, the decision is pedagogically founded.

THE TARGET GROUP

Given that this study is being undertaken within the framework and constraints of an existing curriculum and an educational system, the target group will initially be the Home Economics Primary Teachers Certificate students. However, with the new teacher training college shortly to be opened in the southern part of Swaziland, it is hoped that the target group will be considerably widened to include, initially, all Primary Teachers Certificate Students (men and women). Ultimately it is hoped that this will include the Secondary Teachers Certificate Students as it is mainly the secondary school level when adolescent problems begin to surface. The staffing problem is taken into account, However, the education of teachers, now regarded as a life-long process, should to some extent help solve the problem.

METHODOLOGY

One of the greatest challenges facing current educators lies in the context of enabling students to develop their own system of individual internal and consistent values. Values, being the motivating factors in human behaviour, should provide the child with a basis for judgement, discrimination and analysis. It is these qualities that will make intelligent choices possible between alternatives. It is therefore suggested that values in FLE be presented by the educator as just being various ways of looking at family life or sexual phenomena - not as the best or the only way.

The risk of such an approach creating conflict and proving counter-productive has been taken into account. However, it can not be over-emphasized that an authoritarian approach might prove even more counter productive especially with regard to adolescent problems. Thus, sensitivity, empathy and a

non-judgemental approach are advocated. Education should after all, seek less to mould the child merely to a social standard than to enable him to make a personal decision on the basis of knowledge and reason rather than solely on the opinions and values of others. (14, 46)

TIME ALLOTMENT

The suggested time allotment is based on a thirty-week teaching programme. It is assumed that any one week will consist of a session/period of 1 hour 20 minutes to provide for sufficient time for discussion, question-and-answer session, simulation games and other suggested methodology and teaching/learning experiences. It is further assumed that some uncommitted time will be made available during the year for independent investigation, wider reading and visits to relevant institutions of interest.

TIMING AND RELEVANCE

The timing and relevance of the units are also important factors. For example it will not be profitable to teach pubescent behaviour and body changes long after the stages have been reached or to provide instruction so early that the information is seen by the child as being irrelevant. Family Life Education should idealy grow with the child. Similarly as the child grows so is it necessary for the parent, or for that matter the teacher as a surrogate parent, to change in empathic responsiveness to the child. This entails not only being intuitively aware of oneself at equivalent ages to the child but also being aware of ones own and the child's separate lives with differing present day problems.

EVALUATION

As this study has to do mainly with attitudes and values, a separate evaluation was not written. However, evaluation is implied in each objective. The programme as a whole will nevertheless need monitoring. Through records

as well as objective and analytical observations and reports, feedback will have to be sought. Much feedback should be usefull in helping relevant authority to decide whether to continue the programme as planned or to make changes. Pre- and post-study evaluation might also be useful even though the human factor usually makes such studies difficult to control scientifically. Short and long-term evaluation to gauge the programme's impact will be needed in order to determine its effectiveness (i.e. have the objectives been met) and also to gauge its efficiency by measuring the results gained in relation to the resources used.

THE PROPOSED INSTRUCTIONAL UNITS

Out of a number of possible FLE themes suggested by subject panel members, two themes were selected for this study, viz., ADOLESCENCE and RESPONSIBLE PARENTHOOD. The theme on adolescence was selected because towards the end of Primary Education, i.e. Grade 7, a greater portion of the pupil population in Swaziland is at the age of 12 - 13 years (x1b, c,) which is the period of the onset of puberty (33, 39). This calls for a greater need of teachers with a broad understanding of adolescence and its related problems. Similarly, teachers at the Primary Level of Education find themselves increasingly in the role of surrogate parents. This further calls for a knowledge of responsible parenthood and its concomitant values. Responsible parenthood demands, among other requirements, that the teacher as surrogate parent should grow with the child in empathic responsiveness to the child's needs.

THE OBJECTIVES

The instructional units have key concepts, objectives, content generalizations, suggested teaching learning situations, aids and resources. Objectives are clearly listed prior to each unit or part of it and have not been listed separately as is customary in such a study. Listing them separately would have made the study unnecessarily long.

FAMILY LIFE EDUCATION - TEACHER TRAINING LEVEL

Adolescence: Physical change, sexual maturity & Social & Emotional Development.

KEY CONCEPTS

ADOLESCENCE - DEFINITION

OBJECTIVE: Students will examine physiologically based definitions of adolescence and those that are culturally based in order to arrive at a common understanding of the term.

CONTENT/GENERALIZATIONS

THE PHYSIOLOGICALLY BASED DEFINITION:

Adolescence is viewed as a period when adjustment is required by physiological changes associated with puberty, e.g. increased sex hormones and changes in body structure.
(13, 24, 33, 36)

THE CULTURALLY BASED DEFINITION

Depending on the complexity of the society adolescence is viewed as a period when certain demands are made on youth.
Possible demands are
- independence from parental dependence
- Demands for peer adjustment
- " " heterosexual adjustment
- vocational preparation
- the development of a guiding philosophy of life (a set of values)

(33, 39, 40)

TEACHING/LEARNING SITUATIONS

Through discussion students examine the two stated viewpoints on the meaning of adolescence. They write down their individual understanding of the term before arriving at a common understanding.

In particular they examine demands made on today's Swazi adolescent as compared to that of the past.

AIDS/RESOURCES

Kleinman, R; ADOLESCENT SEX - Its Difficulties and Dangers. (1978) IPPF

Grinder; ADOLESCENCE. John Wiley & Sons 1978 New York.

Siebald Hans; ADOLESCENCE: A Social Psychological Analysis. (1977) Prentice-Hall International Inc. London.

PHYSICAL DEVELOPMENT IN ADOLESCENCE

OBJECTIVES: Students will identify ways in which they have grown since middle childhood, and, through discussion and lectures learn that
- all adolescents undergo physiological development
- this development varies widely in onset and need not be cause for anxiety.

Through further discussion students will be able to identify superstitious beliefs associated with menstruation and other aspects of adolescent growth.

Students will be able to distinguish between sex and sexuality.

CONTENT/GENERALIZATIONS

All adolescents undergo physiological development.
PUBERTY is the first phase of adolescence when sexual maturation becomes evident. (33, 39)
In girls - elevation of breasts, onset of menstruation (the mernache) and rounding of body and pigmented pubic hair.

In boys - growth of pigmented pubic hair, broadening of shoulders, enlargement of sexual organs,

deepening of voice and nocturnal emission. (iii)

HORMONAL FACTORS

The physiological and bodily changes that occur are due in part to an increased output of activating hormones by the anterior pituitory glands. The sex hormones (estrogen in females and testosterme in males) combine with others to stimulate growth of bone and muscle leading to the adolescent growth spurt.

THE ADOLESCENT GROWTH SPURT

Girls obtain their adult height weight two years earlier than boys. (33)
Early and late maturation.
Effects of this on personal development and social behaviour. (36, 39)

TEACHING/LEARNING SITUATIONS

Ask students to identify their physical changes from middle childhood to early adulthood.
A lecture on physical changes associated with adolescence.
Observe differences in growth rates in 9th grade class.
Stress that sexual maturation varies widely among young people without being associated with abnormality.
Students copy own charts on male/female reproductive system.
A brief lecture on hormonal factors in adolescence.
During the question and answer session bring out fact and fallacy regarding adolescent growth and sexuality.
Stress the naturalness of menstruation.
Stress that this also varies from one adolescent to another, but that it generally occurs between ages 10½ - 16 years.
Let them relate their experiences and observations on this phenomenom. How to handle such cases.
Introduce the difference between sex and sexuality.
Sex is who you are and sexuality is how you feel about who you are, i.e. about your sex.

AIDS/RESOURCES

Free leaflets from the Swaziland Family Life Association:
Boys growing up
Girls growing up

Charts - Male/female reproductive system.
Chart: Physiological changes of adolescence.
P.555 Papalia et Olds.
A question box in which to drop questions anonymously for later discussion.
Film: BROWN FOUNDAS EC HUMAN GROWTH. III LEVL:
Teacher Training, P.O. Box 10064, Johannesburg.

UNIT 2

PSYCHOLOGICAL AND SOCIAL ASPECTS OF ADOLESCENCE

OBJECTIVES:

To know what social and psychological aspects are associated with adolescent growth and development.

Students will examine traditional ceremonies associated with adolescence to find out the underlying values. They will discuss whether these values still apply to contemporary adolescents.

CONTENT/GENERALIZATIONS

COGNITIVE DEVELOPMENT

Its influence on:

1. Parent - child relationships and the "generation gap".
2. Concern with social and personal values. Relentless criticism of social, political and religious systems.
3. Vocational goals. 33

SOCIAL DEVELOPMENT

With onset of accelerated growth and a gradual shift from family dependence the peer group becomes a major source of security and status.
Conformity in social behaviour and appearance are increasingly emphasized. (11, 27, 40)

EMOTIONAL/PHYCHOLOGICAL DEVELOPMENT

The need for establishing one's own identity at adolescence.
All adolescents face the question who am I?
Am I child or adult? (8, 11)

TEACHER/LEARNING SITUATIONS

List spheres where the generation gap is evident e.g. dress, language etc.

Discuss student unrests often concomitant with adolescence.

Let class recount their vocational aspirations at adolescence or interview adolescents to find out their vocational aspirations.

Observe and discuss traditional ceremonies associated with the peer group at adolescence.

e.g. Unhlanga
Uncwasho
Lusekwana (25, 31, 35)

Students listen to a talk on the above ceremonies.

Discuss values underlying these ceremonies. Are these still strongly held or is a new sexual morality emerging.

Review physical and mental changes. Discuss how these are linked with one's own identity.

Introduce the concepts of developmental tasks at adolescence.

Let students write a story about who they are this year, who they were last year and what they hope to be in future. (xiv)

AIDS/RESOURCES

Fleming C.M. Adolescence - Its Social Psychology (1963) Routlede & Kegan Paul London.

Adolescents.

Radio Talks. S.B.S.

Kuper, H. SOBHUZA II (1978) Duckworth & Co. Ltd.

Indvuna yetintfombi or some knowledgeable elder.

Film: CHANGES, SELF, INC.

NIT 3

DEVELOPMENTAL TASKS OF ADOLESCENCE

OBJECTIVE:

Students will be made aware that physical and mental maturation play a necessary and vital role in the adolescents transition from childhood to adulthood. That to achieve meaningful social and psychological maturity adolescents need to master a number of critically important and interrelated developmental tasks.

CONTENT/GENERALIZATIONS

DEVELOPMENTAL TASKS

The adolescent must not only be physically mature, but in the short years between childhood and nominal adulthood he must achieve the following developmental tasks

- achieve gradual independence from his family
- adjust to his sexual maturation
- establish a workable relationship with peers
- decide on and prepare for a meaningful vocation
- develop a set of guiding moral beliefs, standards and values which will lend some order and consistency to the many decisions he will have to take in a changing world.
- He must achieve his own identity. A clear sense of who he is (adult or child) where he is going to and the possibilities of getting there.

(8, 31, 33)

TEACHING/LEARNING SITUATIONS

The educator will explain the concept developmental task as outlined under content.

In groups, students research on traditional Swazi culture past and present to find out which of the developmental tasks apply.

Students later present and discuss their findings jointly to get a clearer picture of developmental tasks faced by today's Swazi adolescent. (25, 35)

AIDS/RESOURCES

Library books and interviews, e.g. Kuper, H;
THE SWAZI Holt. Rinehart.
Winston (1963) 16 - 28
Marwick, B.A. THE SWAZI Frank Cass & Co. Ltd. 1966.
Ndwandwe S.S. OUR WAY of life (1979) Swaziland
Printing and Publishing Co., Mbabane.

THE ADOLESCENT'S TRANSITION FROM DEPENDENCE TO INDEPENDENCE

OBJECTIVES

Students will compare today's adolescent with that of the past in order to be able to see the differences in the transition from dependence to independence.

Students will realize that in some cultures the transition is gradual while in others it may be complex, sudden and even traumatic.

Through discussion students will identify the roles played by parents in assisting the adolescent in achieving independence.

Students will identify areas where the adolescent desires independence and those in which he still wishes to be dependent.

CONTENT/GENERALIZATIONS

Transition in the traditional Swazi society of the past and that of today.

The role of parent-child relationships in helping the adolescent achieve independence with ease.

An approach - avoidance situation: The adolescent wants autonomy as well as a reasonable degree of separation from parents. (5, 25, 36, 43)

TEACHER/LEARNING SITUATIONS

Ask students to research on transition in traditional Swazi Society by consulting elders or the relevant

resources.

Pointers for discussion

- early (often arranged) marriages
- observing and helping adults
- gradually assuming adult role
- doing familiar work yet with new responsibility.

Compare this with sudden separation from parent to study or work in bigger towns or even abroad. A jolting anxiety-producing situation.

Revise parental patterns of behaviour dealt with in the module RESPONSIBLE PARENTHOOD. Analyse parental patterns to find out which ones will most facilitate the adolescents independence.

Divide class into two groups.
Group I - the adolescent wants to be a free agent.
Group II - He/She desires the security of dependence on parents.

AIDS/RESOURCES

Library resources e.g. Kuper, H; THE SWAZI 1963 Holt Rinehart and Winston Inc.

Udo Bude ed FROM HERE TO SCHOOL. Examples of Indigenous Education from different African Areas. 1979 p. 302 - 344 DSE

Coleman J.S. etal
Youth Transition to Adulthood (1974)

Paull Report.

Papalia D.E. and Olds S.W. Global Styles of child-rearing . A CHILDS WORLD 1975 p p 377 - 381

The adolescents themselves.

SEXUAL ATTITUDES, BEHAVIOUR AND VALUES AT ADOLESCENCE

OBJECTIVES:

1. Students will be able to distinguish between sex and sexuality.
2. To develop a healthy attitude towards human sexuality.
3. To help young people develop a framework of knowledge and values that will enable them to make sound and responsible decisions in all areas of living.
4. To develop an honest open sensitivity in handling adolescent questions and problems.

CONTENT/GENERALISATIONS

SEX - Concepts - male and female - boy, girl, man, woman.

SEXUALITY - Defined in terms of all aspects of maleness and femaleness: sociological, philosophical, psychological biological.

i.e. How we feel about what we are (xiv)

Discovering and accepting our sexuality promotes sound mental health.

Sexual drives at adolescence are increased by hormonal and anatomical changes. For boys it is "imperious and biologically specific", it must be faced and controlled without crippling inhibitions. For girls it is diffuse Sexual gratification should aim at developing satisfying heterosexual relationships with people outside the family. (33)

SEXUAL ATTITUDES AND BEHAVIOUR

Learning plays a critical role in determining the sexual response pattern adopted to satisfy sexual drives. However, there are universal taboos e.g. incest. Traditional Swazi culture allowed restricted premarital sexual activity under customs such as Kujuma which the church strongly disapproved of, advocating complete abstinence.

Guidelines and Principles.
Guidelines on channeling and controlling adolescent sexual behaviour. Attitudes and constraints to handling one's own sexuality (masturbation).
(6, 17, 34)

TEACHING/LEARNING SITUATION

- Discuss stereotypes of masculinity and femininity.
- Introduce true concept that sex involves what we are wereas sexuality involves our feelings about ourselves as we grow, learn and change.
- Link this with the lesson on physical development at adolescence.
- Examine Swazi customs, songs, folklore and ceremonies that are directly or indirectly concerned with adolescent sexuality e.g. Umcwasho, umhlanga, Lusekwana, Kujuma.
- Find out the values underlying the customs and ceremonies and how far these values still apply.

Other points
- is there a new sexual morality?
i.e. a desire for more honesty and openness about sex.
- Have youth values on sex changed?
- The relationship between love and sex.
- The meaning of sex in marriage.
- Is today's youth more promiscuous than their parents at adolescence?
Discuss the A.A.C.C. Swaziland Conference paper on Guiding Principles on Adolescent sex (i)

AIDS/RESOURCES

Pierson E.C. William D FEMALE AND MALE.
Dimensions of human Sexuality, New York
Nazer & Sam R
SEX EDUCATION IN SCHOOLS (1974) IPPF
Thompson - Trenon
Sexuality Education in Africa. IPPF Regional Conference 1976. Ibadan, Nigeria.

FILMS - Seasons of Sexuality
Planned Parenthood of Syracuse.

Talks by outside resource persons, e.g. F.L.A.S. personnel, or radio talks where possible.

Hamilton, N. Education in Human Sexuality (1979) Curriculum and Research Branch, Victoria.

Eppel E.M. & M. Adolescence and Morality 1966 London Routledge & Kegan Paul.

A.A.C.C. Seminar
Adolescent Fertility Management - Swaziland
August 2nd - 22nd 1980.

ESTABLISHING CO-OPERATIVE AND WORKABLE RELATIONS WITH PEERS

OBJECTIVES:

Through observation, case studies, discussions and group reports students will discover the adolescent's task of establishing workable and co-operative relations with peers without being dominated by them.

CONTENT/GENERALIZATIONS

The importance of the peer-group
- Parental ties get looser as independence is achieved.
- Peers play an important role in the psychological development of the adolescent. Peers share the adolescent's doubts, conflicts and dreams.
- Relations with same-sex peers and those of the opposite sex serve as prototypes for later adult social relationships.

The Importance of Intergenerational Communication
- Adolescence is a time of intense sociability but it can be a time of extreme loneliness; hence the importance of communication between parents and the adolescent sharing his strong and often confusing emotions.
- The importance of a few close friends.

DEFINING OWN IDENTITY (6, 8, 33)

Peers help the adolescent define his own identity which is often fluid at this time - no longer a child yet not fully accepted as an adult.

CONFORMITY TO PEER CULTURE.

Conformity to peer values, customs and fads serve as a line of demarcation from adults which adolescents change as soon as adults copy.

PEER INFLUENCE

Good and bad.

TEACHING/LEARNING SITUATIONS

CASE STUDIES

Student teachers each observe unobtrusively pupils during teaching practice to discover whether the child is achieving a workable and co-operative relation with peers.

Record and discuss findings using "content and generalizations" as a guide. Other points may be

- that neither peer group nor parental influence is predominant, extending to all spheers of the adolescent's decision-making. Find out in which area each is likely to be predominant. Consider fashion in clothing, music, language, values.
- What type of adolescent suffers neglect or rejection by peers.
- Discuss also the effects of neglect and rejection by parents of family members.

Make a list of desirable and undesirable influences (to be discussed later).

AIDS/RESOURCES

Burgoon
Small group Communication
Symonds Personal Efficiency. The English University Press (1967) London Ec 4.
Coleman J.S. et al.
(Panel of Youth) Youth Culture
Youth Transition to adulthood (1974) University of Chicago Press.

VOCATIONAL CHOICES AT ADOLESCENCE

OBJECTIVES:

Students will individually collect information on different careers, list job descriptions, and employment opportunities available in Swaziland.

As a result of the above they will be able to offer some help to the adolescent in deciding on and preparing for a meaningful vocation.

CONTENT/GENERALIZATIONS

1. Traditional Vocational Choices vs Contemporary choices..

- In traditional society vocational problems were much simpler. Vocations were fewer - often involving assuming parental duties with new responsibility.
- Today's adolescent has to choose a meaningful vocation in order to survive in the adult world as a parent, breadwinner and a person of status. He/she has to delay parenthood.

2. Psychological Determinants of Career Choices.
Careers may offer socially approved ways of achieving satisfaction for strong motives such as dominance, curiosity, aggression, nurturance and self-love.

3. Parental influence.
If parents motivate and reward good school work and hold high educational and occupational goals, children develop high aspirations.

4. Other Influences.
- Fathers/mothers occupation
- Peer influence
- School environment
- Teachers

(xi, 13, 15, 20, 41)

5. The Unemployment Problem.
Matching education with job opportunities.

TEACHING/LEARNING SITUATIONS

- Briefly compare the vocational choices in traditional society with those of contemporary Swazi society.
- Discuss the importance of hard work and delaying parenthood at adolescence.
- Ask students to each select a career, list its job description and employment opportunities. Let them "role-play" in addressing an imaginary adolescent audience by explaining each selected career.

Ask students to suggest careers that might possibly satisfy the motives listed.

Study local newspapers over a week and find out

1. Jobs advertised
2. Discrimination according to sex

Discuss the role of parents in influencing their adolescent children in career choices.

Write a story
Do doctors beget doctors?

Select schools in Swaziland and find out where the school ex graduates have gone into society.

AIDS/RESOURCES

Pre-Independence and Post-Independence job opportunities.
Medical personnel.
Public Health clinic nurse
Child spacing methods and devices.
Ref. Library,
ILO. INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (1968) or later editions. ILO Geneva.
Talk by personnel of the SWAZILAND CAREER GUIDENCE COMMITTEE.
Swaziland Newspaper cuttings to see which jobs are advertised for males, females or either.
Hayes J. & Hopson B., CAREERS GUIDANCE.
The Role of the School in Vocational Development (1975) HEINEMAN Educational Books.
Schools' past.
Students lists.
Education and the Labour Market P.17 Min. Ed. 1980

ESTABLISHING ONE'S OWN IDENTITY

OBJECTIVES:

Through role playing and simulation games students will understand the concept of establishing one's own identi

Through discussion they will learn that adolescent developmental tasks are linked with establishing one's own identity.

Through talking with adolescents they will learn that the problem of identity cannot be separated from values at adolescence.

CONTENT/GENERALISATIONS

THE CONCEPT IDENTITY

The perception of ones' self as a separate being from others (despite ties to them), a feeling of wholeness and self consistency.
The adolescent must have some idea of who he is, where he is going and what are the possibilities of getting there.

THE PROBLEM OF IDENTITY

Brought about by rapid, abrupt body change and growth as well as cognitive growth, social development and vocational demands.

CONFLICT-REDUCING FACTORS

- Parental roles are of crucial importance. The adolescent needs parents who serve as adequate models for personally and socially effective behaviour.
- The kinds of identification the adolescent has had and his ability to integrate these identifications with his sexual maturity.
- Skills and aptitudes developed.
- Opportunities provided by changing social roles.

8, 11, 12, 30

MORAL DEVELOPMENT AND VALUES

The adolescent's accelerated cognitive development makes him mo[illegible] aware of moral questions and values.

UNIT 4

MAJOR ADOLESCENT PROBLEMS

KEY CONCEPTS

MAJOR ADOLESCENT PROBLEMS ASSOCIATED WITH SEXUALITY

- Sexual exploitation
- Teenage pregnancy
- Sexually transmitted deseases (STD)
- Drug abuse

OBJECTIVES;

Students will be aware of and alert to major problems associated with adolescent sexuality.

To develop some measure of sensitivity and ability in handing adolescent problems as teachers and surrogate parents.

CONTENT GENERALIZATIONS

SEXUAL EXPLOITATION.

Some adolescent girls allow themselves to be sexually exploited for material gain. This leads to a host of other problems e.g. teenage pregnancy, school drop out, sexually transmitted diseases.

POSSIBLE CAUSES

- Lack of financial support
- Lack of accommodation in urban areas
- Trying to keep up with financially better off adolescents
- In a few cases, ignorance.

POSSIBLE MEASURES

Counselling (see unit 5).

Referring needy cases to Government and non-government organisations e.g. The Family Life Association of Swaziland.

FACTORS TO CONSIDER

The family and society.

Peergroup influence.

Society's attitudes, including your own.

The Student's willingness to be counselled, i.e. you

He/she no longer accepts without question the social, moral and political beliefs of parents.
7, 28, 33

TEACHING/LEARNING SITUATIONS

Introduce the concept identity.
In a simulation game ask students to play roles of adolescents and answer questions faced by the adolescent. (1
- Who am I? Am I adult or child?
- What is my role to be in society?
- Do I have it in me some day to be a husband/wife?
- What am I to be as a worker, an earner of money?
- Can I feel self confident in spite of being looked down upon?
- Over all, will I be a success or a failure? (33)

Examine and discuss factors upon which the achievement of a clear sense of identity depend. Use suggested list of content generalisations.

Try to talk to adolescents.
Does he/she show an increased concern with problems of moral values and standards? Do these involve cognitive, social and emotional problems?

AIDS/RESOURCES

Gillepsie Phillip H. Learning through simulation games. Pavlist Press, Pacarnus, New Jersey (1973)

Fleming C.M. ADOLESCENCE (1963) Its social Psychology.

Erickson E. IDENTITY, YOUTH AND CRISIS (1968) London: Faber & Faber.

Lynd M. SHAME AND SEARCH FOR IDENTITY (1958) London Routledge & Kegan Paul.

Eppel E.M. ADOLESCENCE AND MORALITY (1970) London, Routledge and Kegan Paul.

Contemporary adolescents.

may feel that the adolescent has a problem - she/he may not. Or the adolescent may be aware of the problem and not wish to discuss it. (iii, v)

TEACHER/LEARNING SITUATIONS

- Conduct a brainstorming session on problems associated with adolescent sexuality.
- Make your own classification as to which you consider as major and minor in your particular area in Swaziland.
- Discuss possible causes and measures.
- Draw a list of organizations - governmental and non-governmental that would be willing to take care of needy cases.

A talk by one of the resource persons able to handle the subject. e.g. Psychiatrist
Social welfare officers
Family Life Association personnel.

AIDS/RESOURCES

Free leaflets (through the Swaziland Family Life Association)
TEEN SEX - ITS OKAY TO SAY NO WAY. No. 1592 - Planned Parenthood Federation of America. 810 Seventh Avenue, New York. 10019

Film. TEENAGE SEXUALITY WHAT'S RIGHT FOR YOU. Educational Films Division, P.O. Box 10064, Johannesburg.

Jenkins P. COUNSELLING STUDENTS. Workshop Paper May 1981.

MAJOR ADOLESCENT PROBLEMS

KEY CONCEPTS

ADOLESCENT PREGNANCY

OBJECTIVES:

Students will examine Swazilands and world statistics on teenage pregnancy in order to gauge for themselves the seriousness of the problem.

Students will be able to explain the process of fertilization in the human reproductive system.

They will be aware of the dangers of teenage pregnancy.

CONTENT/GENERALIZATIONS

A WORLD VIEW OF THE PROBLEM

Adolescent pregnancy is a world-wide problem. (4)
Close to 13 million of the 60 million women who became mothers in 1975 were teenagers.(37)
In Swaziland pregnancy is the most common cause of dropping out of school by school girls. (41, xii)
How pregnancy occurs.
The human reproductive system.
External parts and functions.
Internal parts and functions.
Menstruation, ovulation, fertilization and implantation. (ii)

DANGERS OF TEENAGE PREGNANCY

MEDICAL RISKS

Maternal and infant mortality higher.
Post-partum haemorrhage and severe anaemia.
Toxemia of pregnancy.
Labour complications due to cephalo-pelvic disproportion.
Abortion - spontaneous and induced with complications, e.g. sepsis, haemorrage. (xiii)

DEMOGRAPHIC ANDSOCIAL CONSEQUENCES

Teenage pregnancy - its impact on population growth.
Divorce - some 60% divorce in 5 years. (XIb)

Drop out rate - well over 80% pregnant girls drop out of school. (x1b)

Emotional problems - pregnant adolescents are often chased away from home and have no one to turn to.

Child abuse and neglect is higher among teenage parents.

Economic dependence on parents.

Some are led to prostitution leading to a vicious circle including STD.

TEACHER/LEARNING SITUATIONS

Students study figures on teenage pregnancy.

A short discussion to gauge the seriousness of the problem.

Team Teaching.

Link up this lesson with Science or Health education.

Provide a question box as some students may be shy to ask questions in a class situation.

A talk by a nurse or a doctor.

Question and answer session.

AIDS/RESOURCES

Education statistics

Swaziland Government

IPPF THE PEOPLE OF SWAZILAND P. 16 1978.

IPPF NAIROBI KENYA.

Duby F. DISCUSSION GUIDE FOR TEACHERS OF FAMILY LIFE EDUCATION. FLAS.

A QUESTION BOX

MODELS (IPPF LOCAL OFFICE)

Flannelgraphs used for Human Reproduction lectures.

IPPF H/Qrs London.

Films: YOUNG, SINGLE AND PREGNANT
IT COULDN'T HAPPEN TO ME
TEENAGE PREGNANCY

All from Educational Film Division Box 10064, Johannesburg.

Omram K.F.

CONTRACEPTIVES AND ADOLESCENTS (1979)

University of North Carolina.

KEY CONCEPTS

PREVENTING PREGNANCY

OBJECTIVES:

Students will distinguish between family planning and contraceptive instruction.

Students will discuss, compare and evaluate different contraceptive methods.

CONTENT/GENERALIZATIONS

Family planning not only embraces birth control but it also includes society's values, stressing the moral norm of responsible parenthood. A child is born only when it has the best material, cultural and psychological conditions for its growth and development.

(34)

METHODS OF CONTRACEPTION

A. NATURAL METHODS

1. Abstinence - 100% effective, no side effects.
2. Rhythm - keeping a record of menstruation over time and calculating safe period.
3. Ovulation method (mucus days in menstrual cycle).
4. Withdrawal (coitus interruptus).
5. Traditional methods.

(ii, iii)

6. Prolonged breast feeding.

B. TECHNICAL METHODS

1. Barriers
   - Condom - prevents STD
   - Diaphragm - to be fitted by Doctor
2. Jellies and Foams.
3. Intra uterine Devices (IUD)
4. Hormonal. The Pill and injections.

OTHER POINTS

Should teenagers control their fertility? Should contraceptive education be elective or mandatory? (VII)

TEACHING/LEARNING SITUATIONS

Discuss values that come into responsible parenthood and family planning - material, cultural, psychological and demographic.

Guidance and counselling. Teaching teenages how to say no. (iii, v, 22)

Link with lesson on menstruation and evaluate effectiveness and practicability.

Discuss methods that are advocated in Swazi tradition.

Discuss and evaluate effectiveness, side effects and practicability.

Discuss cultural reasons, medical reasons, parents' and teachers' attitudes, legal constraints.

AIDS/RESOURCES

Kozakiewicz Mikolaj THE ROLE OF SEX EDUCATION IN PLANNED PARENTHOOD. p. 14 - 15
Nazer I.R. SEX EDUCATION IN SCHOOLS (1977) IPPF

Jones A. SCHOOL COUNSELLING IN PRACTICE (1970)
Ward Lock Educational
Free Leaflet TEEN SEX - "ITS OKAY TO SAY NO WAY"

IPPF charts and models.
Flipbook: PLANNING YOUR FAMILY IPPF Info. Ed. Dept. London.

Umhlanga Ceremony
Umcwasho
The Kujuma visit.

Thompson - Trenon SEXUALITY EDUCATION IN AFRICA.
Conference: FAMILY WELFARE AND DEVELOPMENT Ibadau, Nigeria 1976.

Newspaper cuttings on Teenage Pregnancy in Swaziland.

SEXUALLY TRANSMITTED DISEASES (STD)

KEY CONCEPTS

STD
TYPES
CAUSES
TRANSMISSION
TREATMENT
INCIDENCE
COMPLICATIONS
IMMUNISATION?

OBJECTIVES:

Students will be able to explain some of the causes, transmission, symptoms and treatment of sexually transmitted diseases.

CONTENT/GENERALIZATIONS

Sexually transmitted diseases are acquired as a result of sexual contact with an infected person. Promiscuity increases risks of infection. STD are often called the silent epidemic because there may be no symptoms. (1)

TYPES AND INCIDENCE

Gonorrhea, Syphillis, Chancroid, Trichomoniasis, Candidosis, Herpes Genitalis. 6, 23

CAUSES

Different micro-organisms.

IDENTIFICATION AND SYMPTOMS

TREATMENT

Depends on type, otherwise penicillin and other broad-spectrum antibiotics.

For some viral types e.g. herpes genitalis, no successful cure yet. (23)

COMPLICATION OF STD.

WHY THERE IS NO STD IMMUNITY

- The difficulty of cultivating the organisms outside the body in case of syphillis. (6)
- The nature of the casual organism of Gonorrhea militates against obtaining a stable strain from which a vaccine could be made. (6)

TEACHING/LEARNING SITUATIONS

Explain and stress
- Why STD is not likely to be contracted by sitting on toilet seats or touching door knobs.
- How warning signs may be missed. (1)

A lecture on STD.
Students may research to find out more of the diseases falling under STD and their incidence.
Tabulate disease type and causal micro-organisms, and symptoms.

Stress early treatment.
Mention drug-resistant strains of Gonorrhea.
Need for contacts to be referred for treatment.

Explain briefly but stress important points
- Facts and fallacies regarding penicillin as a panacea for STD.
Stress danger and disadvantages of self-treatment.

AIDS/RESOURCES

A talk by medical personnel.
Ackerman Manie Ed. THE SILENT EPIDEMIC (1979)
Medical Association of South Africa.

Question Box
Slides on STD
Institute of Health
Sciences resource Centre or other resource centre.

Library Sources
King A. and Nicol C. VENEREAL DISEASES (1975)
The Whitefriars Press Ltd. London and Tombridge.

Film: VENEREAL DISEASE WHY DO WE STILL HAVE IT #1067

Dalzell-Ward A.J. A TEXTBOOK OF HEALTH EDUCATION (1976)
p. 261 - 267 STD. Tavistock Publications.

SEXUALLY TRANSMITTED DISEASES (STD)

KEY CONCEPTS

STD
Problems of Control
Social and educational rather than medical

OBJECTIVES:

To be aware of problems of controlling STD.
To assume their roles as counsellors in STD.

CONTENT/GENERALIZATIONS

PROBLEMS OF CONTROL

STD can be classified as a behavioural disease in which the primary problem of control is no longer medical but social. (6)
In many countries it is now a notifiable disease.

THE TEACHER'S ROLE

- Education in STD to be given well before the age of 15 under umbrella term of communicable diseases.
- Arrange for regular medical examination by the School Nurse. (45)

COUNSELLING

- Individually or in groups.
- Observe principles and ethics. (See umt)
- Provide reading racks with accurate up to date information.
- Consider establishing a permanent counselling service in the school.
- Refer persons for examination and treatment to either a clinic or out-patient's departments or doctor.
- Stress prevention as opposed to cure i.e. stress improved personal hygiene.

POSSIBLE FACTORS CONTRIBUTING TO THE INCREASE IN RATE OF STD.

1. Earlier sexual maturity.
2. Ignorance of the nature and meaning of sex and of dangers of sexual promiscuity.

3. Emphasis of sex in the media.
4. Declining of religious beliefs.
5. Disintegration of family structure. (v, 6)

TEACHING/LEARNING SITUATIONS

Explain the term "notifiable", sometimes reportable and list other notifiable diseases in Swaziland.

Discuss the practicality of the two statements.

Refer to or revise the unit on Guidance and Counselling.

Show the two sequential films followed by a discussion and question and answer session.

Discuss and add to the list.

AIDS/RESOURCES

Public Health Clinics.

Jenkins P. SEXUALLY TRANSMITTED DISEASE.
Workshop Paper May 1981.
Institute of Health Sciences, Mbabane.

Film: VD AND WOMEN # 1083
VAGINITIS # 1090

KEY CONCEPTS

DRUGS AND THE ADOLESCENT

OBJECTIVES:

Students will learn to appreciate the contribution of drugs and medicine to human health and longevity.

They will realize that all drugs may be potentially dangerous as well as beneficial.

They will be aware of dangers resulting from indiscriminate drug use, especially stimulants and depressants.

They will understand the reasons for drug laws.

CONTENT/GENERALIZATIONS

DRUG USE IN CONTEMPORARY SOCIETY

The prescription of tranquilisers (amphetamines) and pep pills.
Advertisements that persuade us that relief is a swallow of a pill away.
Smoking and drinking in our society. 33

DRUG ABUSE

Drug frequently abused - Marijuana, Mandrax, Valium.
Short and long-term effects -
e.g. Marijuana - Heavy dosage leads to impairment of cognitive and psychomotor performance. 21, 33

WHY ADOLESCENTS TAKE DRUGS

Possible reasons
- An urge to rebel against adult constraints and values.
- Simple curiosity.
- Seeking an escape to oblivion. (Hard drugs)
(iii) 21, 33

TEACHING/LEARNING EXPERIENCES

Talk by a pharmacist or medical personnel.
Discuss contribution of dangers.
Safety measures

Drugs and the law.

Stress the danger of drug abuse especially for the adolescent.

Discuss how the adolescent may be helped through counselling, guidance and referring cases for treatment - perhaps psychiatric treatment through government clinics.

(3)

AIDS/RESOURCES

Films: HEALTH AND DRUG EDUCATION #816 Wexlen.

Jaffe J; Petersen R; Hodgson R; ADDICTIONS (1980) Juta and Co. Ltd. Multimedia Publications Inc.

Films: #177 For all ages.

Leaflets: YOUNG PEOPLE AND DRUGS
HOW WE CAN HELP
Health Ed. Council, London W.I.A.

Brammer Lawrence M et.al.
THERAPEUTIC PSYCHOLOGY Prentice Hall International Inc. London.

THE MANDRAX PILL CASE Times of Swaziland May 1981.

GUIDANCE AND COUNSELLING

KEY CONCEPTS

Meanings of counselling, guidance and therapy.

OBJECTIVES:

Students will distinguish between counselling, guidance and therapy.

They will learn some of the techniques of guidance and counselling to enable them to assist adolescents in achieving some measure of self-determination.

Students will know their target group for guidance and counselling and be able to note any signs of abnormal disturbance at the earliest opportunity.

They will know what factors to consider in guidance and counselling.

CONTENT/GENERALIZATIONS

COUNSELLING

A person with a problem seeks help. The relationship should be such that the person seeking help retains the freedom of choice and decision-making, without the counsellor passing judgement. (v)

GUIDANCE

Giving information and advice with a view to directly or indirectly changing behaviour for the better. (10)

THERAPY deals with pathological behaviour and is conducted by professionals. (3)

WHO SHOULD BE COUNSELLED ?

- The adolescent who seeks help; who feels insecure, overwhelmed, misunderstood, threatened and undecided about what to do or who to ask for help.
- The adolescent with normal developmental problems - not the emotionally disturbed. (v, 22)

FACTORS TO CONSIDER

- The traditions, values and attitudes of the family and society.
- Establishing a counselling service in the school.
- The peer group and its influence.
- As counsellor, your own attitudes and values.
- Referral resources available.
- The students willingness for counselling, e.g. You may be aware of a problem where a student doesn't. Or an adolescent may be aware of the problem and not wish to discuss it. (v)

TEACHING/LEARNING SITUATIONS

In groups, have students research on the meanings of the terms from library sources. Make sure they can distinguish between the three terms.

Ask students to distinguish between an adolescent having normal developmental problems or one who is emotionally disturbed.

A visit to a mental institution in order to get an idea of different degrees of emotional disturbance.

Try to add to the list any other factors you would consider.

Have students collect pictures from magazines of adolescents experiencing a change of some sort and make a collage.

AIDS/RESOURCES

Jones A. SCHOOL COUNSELLING (1970) Ward Lock Educational. London W I M 2 BB

Workshop Paper Jenkins P., COUNSELLING STUDENTS FILE Workshop May 1981, Mbabane, Swaziland.

Eppel E.M. ADOLESCENCE AND MORALITY (1965) London Routledge and Kegan Saul.

GUIDANCE AND COUNSELLING

KEY CONCEPTS

Principles of guidance and counselling.

OBJECTIVES:

Students will be able to cite some of the principles for guidance and counselling and try to apply them.

CONTENT/GENERALIZATIONS

PRINCIPLES

1. Students should know that there is no single correct way of guidance and counselling.
2. Consider the adolescents' own inner resources that might be of help to him/her.
3. Recognize and respect the adolescent's potentiality for growth.
4. Avoid preaching, moralizing or imposing your own values or those of society.
5. Listen with sympathy, be empathetic, sensitive but non-judgemental.
6. Know the resources, support persons and institutions in your area. (2, 12)

WHEN TO REFER AND TO WHOM

1. At the adolescent's request.
2. If child/adolescent is unable to communicate.
3. When an emotional disorder exists or is suspected.
4. If the counsellor has a personal bias regarding the student or his problems or has himself/herself an emotional problem.
5. If the teacher/counsellor has too much responsibility.
6. Depending on the problem refer student to O.P.D. Clinic, medical doctor, clergy, psychologist, psychiatrist or traditional healer. (v)

TEACHING/LEARNING SITUATION

Enumerate principles and discuss with class.
In simulation games let students take turns in trying to apply the principles.

Study some guidance and counselling columns in newspapers and magazines and try to evaluate the guidance and counselling given against what you would give in a similar situation.

List agencies that help people in crisis.

Discuss and have a question and answer session.

Know yourself - write a list of biases you have.

Compile a list of supporting agencies in your area.

AIDS/RESOURCES

A talk by a resource person e.g. counsellor, psychiatrist.

Gillespie Phillip H., LEARNING THROUGH SIMULATION GAMES (1973) Pavlist Press, Pacamus, New Jersey.

Local Newspapers e.g. Sunday Times - the Dear Danisile Column or the Anne Landers Column in foreign magazines.

Bernard H.W. and Fullmer D.W. PRINCIPLES OF GUIDANCE AND COUNSELLING (1977) Thomas Co. Ny.

GUIDANCE AND COUNSELLING

KEY CONCEPTS

Ethical standards to observe in counselling.
Approaches to counselling and guidance extensions.

OBJECTIVES

Through discussion students will become aware of ethical standards observed in counselling.

In simulation games and through observation students will take part in individual and group approaches to counselling and guidance extension.

CONTENT/GENERALIZATIONS

1. ETHICAL STANDARDS TO OBSERVE

RESPECT - The teacher's primary obligation is to respect the student's integrity and promote his welfare.

CONFIDENTIALITY - Any private information and secrets should be respected as confidential, otherwise the student should be told.

CONSULTING OF PROFESSIONALS

Should the teacher as counsellor feel she is imcompetent or biased to the student or the topic she should consult someone else who is not, or hand over to a professional.

PROTECTING OTHER STUDENTS

If the child's remaining in the midst of others is likely to be a risk to their health, the matter should be reported to authority without divulging personal information.

2. APPROACHES TO COUNSELLING

GROUP APPROACHES

Allow for rapid dissemination of information and advice. Allow for more inter-personal inter action and mutual counselling.

Students benefit from one another as resource persons.
May be a handicap to the shy.
(16, 14, 15)

TEACHING/LEARNING SITUATIONS

Let students state briefly what characteristics they would look for if they sought a counsellor.
List down points and bring out relevant points as ethical standards to be observed.

Let them role-play ways to support people in a crisis.
Stress that if a student introduces his problem thus:
"A friend of mine has such and such a problem ..."
they should recognize this as the students' own personal problem but treat it in like manner as introduced - as that of a friend.

Let them visit a group counselling institution and observe a counselling session.

Discuss after visit the merits and demerits. (5)

AIDS/RESOURCES

Jones A. SCHOOL COUNSELLING IN PRACTICE (1970)
Ward Lock Educational.

Hughes. P.M. GUIDANCE AND COUNSELLING IN SCHOOLS. (1971)
A response to change. Pergamon Press.

Group counselling institutions.

Hayes J. et al ADVANTAGES OF GROUP GUIDANCE.
CAREERS GUIDANCE IN SCHOOLS (1975) P. 124 - 134
Heinemann Educational Books.

MODULE II FAMILY LIFE EDUCATION - TEACHER TRAINING LEVEL P.T.C.

UNIT I THEME : RESPONSIBLE PARENTHOOD

KEY CONCEPTS

Definition of responsible parenthood.
Child developmental tasks.

OBJECTIVES

To help learners know the meaning of responsible parenthood

Students are able to distinguish between child bearing and child rearing.

To make students aware that responsible parenthood entails socialization or child support.

CONTENT/GENERALIZATIONS

Definition of parenthood:
- biological i.e. real parents
- sociological i.e. surrogate parents.

Ideally childbearing should be accompanied by child-rearing but this is not always the case. Sometimes a child is reared by one parent, or both or neither of these.

Socialization from the viewpoint of the parent entails:-
- cultural transmission
- child personality development.

Socialization from the child's point of view.
- the need for fulfillment of child's potential for growth and development.
- Interactional and security need. 25, 26, 43

CHILD DEVELOPMENT TASKS

(1) Development of various intellectual skills and motivation to master them.
(2) Learning how to interact with peers.

(3) Increased autonomy and independence.
(4) Development of moral standards and conscience.
(5) Dealing appropriately with anxiety and conflict.
(33, 36, 39, 17a)

TEACHING/LEARNING SITUATION

Ask students to say what they know about the word parent.
- Bring in the idea of those people who are in the position of parents though not biological parents.
- Let them cite examples of these e.g. teachers, nurses, counsellors.

Discuss how cultural transmission takes place in Swazi Society.
Formal education
Non-formal education
Informal education

Students link what they have learnt in the Education Lectures with this part of the lesson. They each observe a child's cognitive development and how he interacts with peers.
They make notes and discuss their observations.

AIDS/RESOURCES

Kuper H. Age and Education THE SWAZI (1963) pp 50 - 57
Lukutati Bwembya PARENTHOOD IN AFRICAN SOCIETY.
IPPF Regional Conference WELFARE AND DEVELOPMENT IN AFRICA. Ibadan
IPPF RESPONSIBLE PARENTHOOD AND FAMILY LIFE EDUCATION (1971) Proceedings Seminar Western Pacific Region of the IPPF Hong Kong Oct. 1971.
Liebert R.M. et al Cross-cultural Perspectives and Goals that all parents have for their children.
DEVELOPMENTAL PSYCHOLOGY (1974) p 273 - 274

MODULE II
UNIT 2

THEME : RESPONSIBLE PARENTHOOD

KEY CONCEPTS

PARENTAL SUPPORT

DIMENSIONS OF PARENT BEHAVIOUR

PATTERNS OF PARENTAL BEHAVIOUR

OBJECTIVES

To realise that the acquisition of parental support for children needs proper thought and planning.
To learn about the influence of the family on the child's personality and social development.

To distinguish different patterns of parental behaviour and to deduce their effects on the child's development.

To examine Swazi families traditional and less traditional to find which of the democratic values apply.

CONTENT/GENERALIZATIONS

Parental support for the child. The acquisition of security to support children.
Planning how to acquire the means of support. (15,20)

Parent Child Relationships
Dimensions of Parent Behaviour

(1) Warmth - hostility or (acceptance - rejection) Warmth means parent is accepting, affectionate, understanding, child-centred, has high use of praise in discipline, low use of physical punishment. Reasons with the child.
(2) Hostility and rejection - the opposite. Hostility tends to produce counterhostility and agressive feeling

of behaviour. Excessive control may foster inhibited behaviour, lack of control of the impulsive behaviour.
(33, 39)

(3) The Ideal (DEMOCRATIC) Parent

Warm, accepting, encouraging the child to develop self-confidence. Reasonably consistent and consistent in instituting age - appropriate controls. Not lax.
High communication among family members, a dominant mood of warmth and friendliness.
An active interest in the views of other.
Other possible parental patterns:

(4) The Hostile - AUTHORITARIAN Parent

Rejecting at the same time excessively restrictive and demanding.
Possible effects:
Tends to promote counterhostility in the child, resentment and inner conflict.

(5) The Hostile - NEGLECTFUL PARENT

Lacks warmth or rejects the child.
Fails to use reasonable consistent controls appropriate to the child's stage of development.
Possible effects.
May be: Delinquency, mutual hostility and lack of family cohesiveness. (33, 36, 39)

TEACHING/LEARNING SITUATION

Students list several ways of acquiring support.
Briefly discuss different careers to point out those with a short term e.g. modelling, air-hostesses and those that are longer life-span e.g. teaching, nursing, farming, building, etc.
A talk by a career guide personnel.

Students discuss their experiences on parental behaviour. They divide into groups to discuss and compare different patterns as they obtain in present day Swazi Society.

Students examine Swazi families real or imaginary (but representative) to see which of the values discussed apply.
Which ones do not apply and why. (25, 46)

Planned or impromptu dramatizations of different patterns of parental behaviour.

AIDS/RESOURCES

Mussen P.H. et al Dimensions of Parent Behaviour
CHILD DEVELOPMENT AND PERSONALITY (1974) p.423 - 428
Hayes J. and Hopson B. CAREERS GUIDANCE (1975)
The role of the school in Vocational Development.
Heinemann Educational Books
Current Styles of Parenting Papalia D.E. et Olds
A CHILD'S WORLD (1975) 378 - 379 Mc Graw Hill

Udo Bude (ed) THE FAMILY
Peil, Margaret, Consensus and Conflict in African Societies (1977) p. 32 - 35
Kinship and marital roles

Films; #1066 PARENTING CONCERNS!
THE FIRST TWO YEARS (21 minutes, colour)
#1081 PREPARING FOR KINDERGARTEN (21 minutes, colour)

MODULE II

UNIT 3 THEME : RESPONSIBLE PARENTHOOD

KEY CONCEPTS

Parent/Child Relationships.

OBJECTIVE

Students will examine certain generalizations concerning parent-child relationships and the child's self-concept.

CONTENT/GENERALIZATIONS

1. A favourable self-concept is essential to personal happiness and effective functioning both in the child and the adult.
2. A negative self-concept tends to impair initial school adjustment and subsequent academic progress.
3. The way parents treat the child is of overriding importance in determining how he perceives himself.
4. The child's self-concept is also affected by how his peers and teachers treat him. (28, 29)

TEACHING/LEARNING SITUATIONS

Try to elicit from class how somebody with a negative or positive self-concept feels and behaves.
Compare and contrast children high in self-estimation and those low in self-estimation.

Examine the following:

- should parents show interest in the affairs of their children?
- What happens when parents do things together with their children?
- Why should parents not depreciate their children?
- What are the effects of indifference
- Hostility the use of discussion in trying to solve problems.

AIDS/RESOURCES

Levine R (1974) PARENTHOOD CROSS CULTURAL STUDIES.
Goals that all parents have for their children.
Liebert R.M. et al. Parents as Models.
DEVELOPMENTAL PSYCHOLOGY (1974) p. 377

FILM: "A Special Time for Parents and Children"
A film for Parent Education Programmes, for teachers and others in the helping profession.

MODULE II
UNIT 3

THEME : RESPONSIBLE PARENTHOOD

KEY CONCEPTS

PARENTAL ABSENCE

OBJECTIVES

Through discussion students will know that in a number of cases children are reared by one parent and perhaps a kinsman.

CONTENT/GENERALIZATIONS

Reasons for absence of one of the parents.

In the extended family set up what arrangements are made to fill the gap of one of the parents.
Link discussion with reasons given above. (26, 31)

TEACHING/LEARNING SITUATIONS

Ask class to give reasons for absence of one or both of the parents e.g. involuntary separation through job demand, death, marital breakdown.

Discuss custom of the levirate.
Examine trends in Swaziland. Does this apply. What happens in cases where the customs of the levirate does not apply. (31, 35, 46)

Do the arrangements have any effects
- What effects (if any) does this have on the development of boys or girls?

AIDS/RESOURCES

Papalia D.E. et Olds S.W. The One Parent Family.
A CHILD'S WORLD 1975 Mc Graw-Hill Books.

Ndwandwe S.S. OUR WAY OF LIFE (1975) Swaziland Printing.

Ziervogel D. The Levirate SWAZI TEXTS (1957)
van Schalk Ltd. p. 121-134

Kuper H. THE SWAZI (1963) Rinehart

Films: THE SINGLE PARENT (28½ minutes, colour)
THE WORKING MOTHER (21 minutes, colour)
Box 10064, Johannesburg 2000

MODULE II
UNIT 4

THEME : RESPONSIBLE PARENTHOOD

KEY CONCEPTS

CHILD'S RELATIONSHIPS WITH SIBLINGS

OBJECTIVES

To identify influences that the child's siblings have on his development.

Students will plan and compile anonymously a simple character study of their family members, particularly siblings if any.

CONTENT/GENERALIZATIONS

Factors in the child's relationship with his siblings that exert an influence on him:

- The number of siblings.
- To what extent do they affect, how and what the child learns.
- The ordinal position relative inexperience of parents. (33, 36)
- Spacing of siblings (18)
- Arrival of next child.
- Death in childhood. (33,46)

TEACHING/LEARNING SITUATIONS

Ask students to relate their own family experiences on relationships with siblings. Consider the following: Number, ordinal position, sex of sibling.
Compare the social learning of a first-born child to that of his siblings e.g. the firstborn child may be pushed too hard to achieve.

Traditionally the older child cared for his younger sisters and brother. (26, 31)
How far does this still occur - in the urban areas - in the rural areas in Swaziland.

Examine effects on childs personality development.
Examine possible reactions e.g. jealousy.

Case Studies to observe the factors exerting an influence in child's development.
Discuss how a parent can help the child work out his (the child's) anxiety-producing feelings concerning death before longer term problems arise.

Ask students to write out (anonymously) character studies of family members.
Discuss.

AIDS/RESOURCES

Levine (1974) PARENTHOOD
Cross-cultural Studies in Liebert et al (1974) p.273

MODULE II

UNIT 5

THEME : RESPONSIBLE PARENTHOOD

KEY CONCEPTS

PUPIL/TEACHER RELATIONSHIPS

OBJECTIVE

(1) To enable teachers to realize the importance of their roles as surrogate parents.

(2) To realize that as surrogate parents teachers may favourably or adversely affect the child's progress within the school setting.

(3) Through conscious practice student teachers will try to develop those traits that will help the child in his emotional development e.g. warmth, acceptance, control. (see content.)

CONTENT/GENERALIZATIONS

Teachers as surrogate parents.
How does this role come about? The child's first teacher is a woman. She praises and therefore reinforces good behaviour and punishes or discourages the bad. (33)

FURTHER POINTS

1. Pupil-teacher relations are a very important factor affecting the child's adjustment and progress within the school setting.
2. The kind of teacher (warm or hostile) will determine whether the child's school experience will facilitate his overall development or impede it by frustrating him.
3. Having a warm, accepting teacher may help the child to overcome a greater number of his handicaps. The teacher helps the child to make the most of his talents and interests. But an ill-suited teacher may have disastrous consequences on the child. (33,36,43)

TEACHING/LEARNING SITUATIONS

Ask students to examine trends.
Is the child's first teacher a male or a female?

Discuss and examine the validity of the statements listed under content. First revise the dimensions of parenting discussed previously. What type of teacher would you like to teach your child?

Teacher observation.
You may like to examine characteristics such as warm/hostile permissive/setting rules and enforcing them, tolerant of complexity or intolerant of complexity and uncertainty.
Dogmatic (unyielding) in their view or independent minded without being negative in their thinking and moral beliefs.

AIDS/RESOURCES

Papalia et al A CHILDS WORLD
Influence of Teacher Mc Graw Hill 1974 p. 464/5

Udo Bude (1979) EXAMPLES OF INDIGENOUS AFRICAN EDUCATION. PATTERNS OF LEARNING OF THE YOUNG. p.292-297

CHAPTER THREE

The development of the units as presented in the previous chapter will not be enough to ensure achieving of the objectives. Family Life Education does not come about merely by listing key concepts, objectives, content/generalizations etc. Rather FLE must be seen as having begun in the child's early past whether adequately or inadequately. As stated before, it differs from sex education which is one of its components. FLE is not only broadly eclectic, it also enters into the area of individual values. For this reason a FLE programme should begin with topics of ethical and value issues. Its major outcome should be the development of personal understanding and of others'.

EVALUATION OF THE UNITS

To gauge cohesiveness of the objectives, content generalizations, teaching/learning experiences etc. a number of evaluators were asked to examine the units. Evaluatiors were drawn from the curriculum centre, subject specialists, including those from the Family Life Association of Swaziland, Institute of Health Sciences, Ministry of Education and the University. Omissions, deficiencies and superfinities were pointed out. For example, a curriculum specialist pointed out that some of the units viz. STD were rather compressed. However, as bibliography on the topic is in abundance it has not been found necessary to offer the units in detail. A detailed resource list is, however, given.

PROCESS EVALUATION

Lee Cronbach has stated that "There are no theories of pedagogy so well established that one can say, without try out, what will prove educative." P44

Process evaluation measures should therefore be carried out as they have a special value in showing how a course can be improved because they examine what happens in the actual teaching/learning situation. (42)

Due to time constraints it has not been possible to pre-test all the ten units. A pre-test was carried out on the unit ADOLESCENT PROBLEMS. A group of teachers, students and a Unesco Curriculum Advisor took part in the process evaluation of the units. The evaluation instrument used was a questionnaire covering performance in the area of objectives, content generalizations, teaching/learning situations, use of aids and resources. (appendix 2) Findings were analysed and yielded favourable and useful results. For example one of the students pointed out that some parts on the unit on adolescent pregnancy might be difficult. Taking part in the try-out also helped to gauge the level of attainment of the post J.C. Students. Also, the behaviour observation of the teachers, though probably unsystematic proved of great value. Further process evaluation will be carried out at a future date. For example, it will be of interest even to know which of the modules teachers teach most. A record by the students themselves would yield better results for appraising the programme.

PRODUCT EVALUATION

It would be too early to have already carried out a product evaluation. This will of course need much more systematic type of evaluation. As stated earlier, pre- and post-study evaluation is useful in determining the impact of the programme on the product, i.e. the learners. It should, however, be borne in mind that it is difficult to keep learners unaware that they are an experimental group piloting a new programme. It is equally difficult to neutralize teacher biases in the same manner that a doctor neutralize bias in an experimental and a control group by using a placebo on the control group. (42) However, in order to measure how well the sudy is serving the national interest it will be necessary to carry out an evaluation of those outcomes worth striving for, for example that the child will develop internal consistent values and standards in order to be able to make intelligent choices among alternatives.

IMPLEMENTATION - CONSTRAINTS

Like most programmes of this nature this programme will require the re-training of teachers and teacher educators to ensure successful implementation of the programme. In-service courses especially those of teacher educators will be comprehensive. They will have to provide those taking part with cognitive and affective background on FLE. An experience in working through the units will be of advantage in providing participants with the understanding of the objectives and their relationship with the teaching/learning situations. This will also acquaint teachers and educators of their role in the programme and the kinds of intended class interactions. Opportunity for self-development could be afforded by in- and out-of country FLE Workshops in Africa such as those conducted by the Centre for African Family Studies (CAFS) in Nairobi and the International Planned Parenthood Federation. (IPPF)

INVOLVING ADMINISTRATIVE BODIES

Through a series of meetings with the Home Economics Panel members, administrative bodies were acquainted with issues involved as well as the meaning and scope of FLE. It need not be over-emphasized that without the support of Education administrators the chances for successful implementation of the programme are low. Consequently, representatives of the Ministry of Education, through the Home Economics Panel, were fully consulted about the curriculum right from the beginning. As a result of this consultation the Primary Home Economics Teachers' Certificate Syllabus incorporates a FLE component. In addition to this, draft copies of the instructional units in the present study were circulated to Home Economics Panel Members for approval. Further comments are still awaited. Due to time contraints the research and development project had to be sent to the University of Nairobi for assessment without the rest of the comments. However, any further comments will be incorporated in future programme updating, supplementing and recycling.

QUALITY CONTROL

As any new educational programme, it is expected that whatever effectiveness it will have gained will increase with time. Teachers are expected to gain experience in using the instructional units as well as the whole FLE programme. Quality control will, however, have to be conducted in order to maintain whatever effectiveness the programme will have gained - to find out if the programme continues to attain the specific educational objectives which it seeks to attain. Should any deterioration in the programme occur, careful data collection will have to be undertaken in order to determine the reasons for the deterioration. Without such information, it might be difficult to work out solutions to remedy the deterioration. (30)

OVERALL GUIDES

A few overall guides on classroom interaction are as follows:

Positive benefits of responsible decisions rather than the negative should be stressed. For example the "Scare technique" of warning adolescents of premarital pregnancy and STD will prove ineffective. This does not mean that negative consequences should be ignored; but the manner in which discussion of such topics are led should be such that premarital pregnancy and STD are not used as a threat. (46) Rather, value guidance should be offered throughout.

To help generate lively discussions, student teachers should be encouraged and taught to read, listen and view mass media selectively and discerningly. This will also be of great value in keeping up to datethus counteracting the rapid obsolescence of knowledge.

As group facilitation is an important part of FLE, students whould be encouraged to voice their opinions and feelings as well as discuss their experiences. It is true that some topics e.g. STD will not make this easy when referring to oneself. However, those areas that inspire enthusiastic discussion should be fully exploited.

CONCLUSION

This study has stressed the fact that the concept FLE has always been central to the socialization of the Swazi child even long before formal education as we know it today. Today's Swazi Family, as elsewhere in Africa, faces different problems from those of the past. Similarly, urbanisation and migration have forced today's adolescent to face different developmental tasks and problems. These factors, among others, therefore make it imperative that we blend the traditional FLE of the past with that of the present. However, to be most effective FLE in the home, must accord with that occurring in formal schooling and community. In order to achieve this, parents and the rest of the community must be exposed to some form of FLE. In Swaziland, radío programmes as well as adult and health education provide a good opportunity for this.

Concerning the home, it should be remembered that neither material poverty nor intellectual limitation need prove a barrier to rendering the home emotionally rich. After all, the absence of these attributes does not, necessarily guarantee happiness and security for the child. What the child needs is an optimal level of FLE at the particular stage of his growth and development. The most effective FLE a child can receive is the realization that his/her parents love each other and enjoy being parents. Also, a home with a warm and positive atmosphere, with mutual respect between parents and children provide by far the best FLE than any formally instituted one (39, 45) De Graft-Johnson K.E. (1979) has even gone further to suggest that at the base fo Africa's political ills might be a deteriorating family. Thus, in order to improve the quality of the family and, indirectly, that of society as a whole, we need a functional family and a parental system as well as a supportive network of services both governmental and non-governmental. Knowledge about and acceptance of these factors is one of the important objectives of FLE.

There is often a general fear, among parents in particular, than an introduction of FLE in the schools with sex education as

one of its components might trigger experimentation and promiscuity among our pre-adolescents and adolescents. Studies conducted in the US by Weichmann, G.H. and Ellis, A.A. (1969) on the effects of sex education courses on sexual behaviour revealed that such courses do not encourage sexual experimentation nor do they trigger promiscuity. (45) (I have not come across comparative studies in Africa.) It is here stressed that it is usually the ignorant child who suffers. FLE does not, of course, profess to be a panacea for sexual-social ills. It offers value guidance for the child, as well as a perception of human development that will enable the individual within the family and society to achieve a greater self-understanding and a responsible attitude towards sexuality.

The Swazi adolescent is no exception to adolescents elsewhere. He needs and wants value guidance from respectable adults. The school and home should play a mutaully supportive role to achieve this. Open classroom interaction is a psychologically sound alternative to providing youth with a healthy opportunity to learn about all aspects of human development.

Study programmes on child spacing in FLE should be based on community acceptance. Such programmes should be conducted by well prepared teachers who have ready access to medical assistance from local clinics. Not needed is the evasion of life's problems by giving too many animal oriented examples to the exclusion of those related to human problems. There should be more emphasis on the dynamics of male-female roles and relations. Teaching personnel who are insensitive to or unaware of current problems and their effects on youth will be more of a hindrance than a help in trying to cure society's ills. Also, the transmitting of static information that is irrelevant to on going problems will be of little use.

Finally, we should be cautious in advancing a wholesale condemnation of youth. It has been suggested that today's youth, though seemingly more promiscuous than their elders at a comparable age could simply be showing more openness and honesty about their sexuality than has hither to been admitted.

KEY CONCEPTS	OBJECTIVES	CONTENT/GENERALIZATIONS	TEACHING/LEARNING SITUATIONS	AIDS/RESOURCES
Vocational choices at adolescence.	Students will individually collect information on different careers, list job descriptions, and employment opportunities available in Swaziland. As a result of the above they will be able to offer some help to the adolescent in deciding on and preparing for a meaningful vocation.	1. TRADIONAL VOCATIONAL CHOICES VS CONTEMPORARY CHOICES. - In traditional society vocational problems were much simpler. Vocations were fewer - often involving assuming parental duties with more responsibility. Today's adolescent has to choose a meaningful vocation in order to survive in the adult world as a parent, bread-winner and a person of status. He/she has to delay parenthood. 2. PSYCHOLOGICAL DETERMINANTS OF CAREER CHOICES. Careers may offer socially approved ways of achieving satisfaction for strong motives such as dominance, curiosity, aggression, nurturance and self-love. 3. PARENTAL INFLUENCE. (13) If parents motivate and reward good school work and hold high educational goals, children develop high aspirations. 4. OTHER INFLUENCES. - Fathers/mothers occupation. - Peer influence. - School environment. - Teachers. (xi, 13, 15, 20, 41) 4. THE UNEMPLOYMENT PROBLEM. Matching education with job opportunities.	- Briefly compare the vocational choices with those of contemporary Swazi society. - Discuss the importance of hard work and delaying parenthood at adolescence. - Ask students to each select a career, list its job description and employment opportunities. Let them "role-play" in addressing an imaginery adolescent audience by explaining each selected career. Ask students to suggest careers that might possibly satisfy the motives listed. Study local newspapers over a week and find out 1. Jobs advertised 2. Discrimination according to sex. Discuss the role of parents in influencing their adolescent children in career choices. Write a story: Do doctors beget doctors. Select schools in Swaziland and find out where the school ex-graduates have gone into society.	Pre-Independence post-Independence job opportunities. Resource persons. Medical personnel. Child spacing methods and devices. Ref. Library. ILO INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATION (1968) or later editions. ILO GENEVA. Talk by personnel of THE SWAZILAND CAREER GUIDANCE COMMITTEE. Swaziland newspaper cuttings to see which jobs are advertised for males, females or either. Hayes J. & Hobson B., CAREERS GUIDANCE The role of the School in vocational development (1975). Heinwman Educational Books. Schools' past. Students lists. EDUCATION AND THE LABOUR MARKET. P. 17 MIN. ED. 1980.

Studies conducted by Reis Ira. L (1968) tend to reveal that although attitudes toward sexual matters have become more liberal behaviour is not as liberal. The result is that the value system is not being violated. (33, 45)

II. POSSIBLE CRITERIA FOR EVALUATING CONTENT

	Yes	No
1. Is the content related to instructional objectives?		
2. Is it up to date?		
3. Is it logically organised?		
4. Is it relevant to the learner and his environment?		
5. Is it relevant to the learner's experience and environment?		
6. Is it interesting and motivating to the learner?		
7. Does it ensure the development of understanding and critical thinking?		
8. Has it been balanced in terms of the learner's activities envisaged?		
9. Does the organizational structure of the content pay due attention to the total environment of the learners?		
10. Has it transfer value?		

III. AIDS/RESOURCES

	Yes	No
1. Are they related to the objectives, content and teaching-learning situation?		
2. Do they provide a multi-sensory stimulation approach?		
3. Are they adequate guides/instructions to teachers for maximizing use of the aids/resources?		
4. Is there easy replacement of parts lost, torn, broken or soiled?		

PROCESS EVALUATION

Please comment on:

Class Performance:-

1. The kinds of questions asked by the teacher.

2. The role assumed by students.

3. The types of material and equipment which teachers and students are expected to use.

4. The way students are grouped.

5. Interation types.

About the students:-

1. Attention paid to teachers explanation.

2. Involvement in performing required tasks.

3. Interest in study material.

4. Difficulties in comprehending the material or performing assignments.

To the learner:-

1. Were the explanations clear?

2. Were the materials difficult?

3. Were the materials interesting?

NUMBER OF GIRLS WHO LEFT SCHOOL DUE TO PREGNANCY (to June

NAME OF SCHOOL	Form I	Form II	Form III	Form IV	Form V	TOTAL
Nyamane Secondary		2				2
St. Michael's High			1			1
Mater Dolorosa High	1		2			3
Evelyn Baring High	1			1		2
Vuvulane High	1	2	1	2		6
Lobamba National		3	4	1		8
Mhlatane High		7	3	2	5	17
Gilgal Secondary	1		2			3
Maphungwane Secondary	3		1			4
Hlatikulu Central		4	5	1	1	11
Mahamba High			2			2
Lavumisa Secondary				1		1
Our Lady of Sorrows		1	2	3	1	7
St. Theresa's High			2	1	1	4
St. Christopher's High		1				1
Ekuphakameni Secondary	1	4	2			7
St. Paul's Secondary		2	3			5
Ntshanini Central		2	2			4
Etimpisini Secondary						
Mbuluzi Girls High	1	1		2	1	5
Phonjwane Secondary	1					1
Emcozini Secondary			3			3
Lomahasha Secondary			2			2
Eric Rosenberg						
Big Bend Secondary	1	1				2
Hluthi Central	2		1			3
Christ The King	1					1
Masiphula Secondary	2	2				4
Esigangeni Secondary						
Mankayane High		1			1	2
Ikhwezi Secondary	1	1	2			4
St. Philip's Secondary	1					1
Ebenezer Secondary			2			2
Ngwane Central	1	1	1			3
Endzingeni Secondary			2			2
St. Mary's Secondary			1			1
Florence Christian Academy						
Masundvwini Secondary	1	3	1			5
St. Joseph's High		1				1
Mhlume Central Secondary	2		1			3
Lavundlamanti Secondary						
Motshane Secondary	1	2				3
Edwaleni Secondary						
Waterford Kamhlaba High						
Bhunya Secondary		2	1			3
Mbabane Central High		1	1	1		3
St. Mark's High						
Matsapha High		3	5	3	5	16
TOTALS:	130	47	58	20	21	176

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